DOCUMENT RESUME

ED 083 106 SO 006 334

TITLE	War and Peace. Grade Twelve. [Resource Unit VI.] Project Social Studies.
INSTITUTION	Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	HS-045
PUB DATE	68
NOTE	89p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Conflict Resolution; Course Content; Current Events; Educational Objectives; *Foreign Policy; Grade 12; Instructional Materials; International Education; International Organizations; *Peace; Political Attitudes; Political Science; Resource Units; *Social Studies Units; Teaching Methods; *Values; *War; World Problems
IDENTIFIERS	*Project Social Studies; Vietnam

ABSTRACT

This is the sixth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is war and peace. The objectives are listed as to generalizations, skills, and values. The double-page format related objectives to pertinent content, teaching procedures, and instructional materials. This unit deals with the costs of war, with people's attitudes towards war, and with the causes of war. Pupils investigate the international system and the means which are used to resolve international conflicts, including the use of international agencies. The unit focuses on contemporary foreign policy issues in the United States as this country tries to preserve peace through power. Pupils study the pros and cons of current policies and proposals for change. Viet Nam is suggested as a case study for use in examing current issues. A teacher's guide for this course is SO 006 331; other units are SO 006 332, SO 006 333, and SO 006 335-338. (Author/KSM)

ED 083106

Grade Twelve

Unit: War and Peace

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RESOURCE UNIT

SO 006 334

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1968

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Twelve

War and Peace

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OBJECTIVES

This unit should make progress toward helping students learn the following:

GENERALIZATIONS

1. War is a complex social process.

2. War is a major world problem.

   a. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

   b. War has serious physical and psychological effects upon people in w -torn areas.

      1) Wars have an important economic impact upon people.

3. War seems to be the result of multiple, interrelated causes.

4. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.

5. Nationalism usually makes people prepared to divert resources and effort into channels in which they will make a maximum contribution to national goals.

6. Imperialism, and particula
of superiority by members
ist country, give rise to
frustration; when combined
fusion of nationalistic id
countries, it helps give r
of nationalism.

7. The International System m
at as a series of dynamic
ships.

   a. There are many sources
power in dealing with

      1) Military capacity
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national power but
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         a) Military power
national power
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         b) Force as a mea
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6. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas from other countries, it helps give rise to feelings of nationalism.

7. The International System may be looked at as a series of dynamic power relationships.

   a. There are many sources of national power in dealing with other nations.

      1) Military capacity is an important factor in the development of national power but not the only one or even the dominant one.

         a) Military power as a means of national power depends upon the willingness to use it.

         b) Force as a means of national power depends not only on the effective proponderance of force but the possibility that its use may alienate the support of other nations.

2) Differences in population, resources, and economy may be reflected in differences in national power; that is to say, they are important bases or components of national power.

3) Industrial capacity and energy sources are important bases of national power.

b. In the international system, inequalities of power only invite the use of some form of coercion. The balance of power strategy is based on this premise.

8. National power may be brought to bear upon other nations through many channels and mechanisms: force, diplomacy, international law, international organizations; the choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.

a. The instruments of national power are not mutually exclusive; a country may combine elements of collective security with balance of power concepts.

b. Struggle may bring together otherwise unrelated groups. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the pa pants are involved. (Nations pool their power behind commo in varying systems of allianc combinations.)

c. Diplomacy, the bargaining and tion of states over matters o interest, is most successful there is relative equality of among the participants.

1) Compromise is most likely occur where there is a re equality of power, and th something approaching a d in the decision.

9. Foreign policy considerations are by ideology, considerations of na self-interest, perceptions of pow relationships between countries, tations about how other nations w and domestic problems at home.

a. Each nation in the internati System begins its relations its own goals and strategies.

b. The process by which a natio its foreign policy is very m part of its internal politic

10. Executive decisions are limited factors: permissability, availa resources, available time, avail

pragmatic interests of the participants are involved. (Nations may pool their power behind common goals in varying systems of alliances and combinations.)

c. Diplomacy, the bargaining and negotiation of states over matters of mutual interest, is most successful where there is relative equality of power among the participants.

1) Compromise is most likely to occur where there is a relative equality of power, and therefore something approaching a deadlock in the decision.

9. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

a. Each nation in the international System begins its relations by setting its own goals and strategies.

b. The process by which a nation sets its foreign policy is very much a part of its internal politics.

10. Executive decisions are limited by many factors: permissability, available resources, available time, available

information, and previous commitments.

11. The International System has several means and mechanism for resolving conflict but none has been successful consistently in preserving peace.

    a. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of the conflict.

        1) International law lacks the enforcement machinery of national law and thus is useful in resolving disputes only if the soverign states involved agree to adhere to it.

    b. Past and present international organizations have been successful in dealing with social, economic, and/or technical problems but have had limited success in political disputes and in providing for the collective security of their members.

        1) International organizations created to date lack the universality of scope, legitimacy, and monopoly of sanctions associated with the concept of world government.

12. Each solutions to the prob
based upon different assum
the cause of war, the prob
total war, estimates of it
ness, and value choices.

    a. The policy of peace th
has been criticized by
who advocate very diff
to the problem of war.

13. Temperature is affected by
from the equator, distance
water bodies, wind pattern
prevailing winds, air pres
ocean currents, and physic
which block winds from cer

14. Rainfall is affected by di
bodies of warm water, wind
temperature, and physical
block winds carrying moist

15. Vegetation is affected by
rainfall, and soil.

16. Some things can be produce
place than another because
resources, transportation
to resources, access to ma
skills, etc.

17. People in most societies d
people who live in other
countries for goods and se
markets for their goods.

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ty of scope, legitimacy,
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ted with the concept
l government.

12. Each solutions to the problem of war is based upon different assumptions about the cause of war, the probability of total war, estimates of its destructiveness, and value choices.

    a. The policy of peace through power has been criticized by diverse groups who advocate very different solutions to the problem of war.

13. Temperature is affected by the distance from the equator, distance from warm water bodies, wind patterns, including prevailing winds, air pressure systems, ocean currents, and physical features which block winds from certain directions.

14. Rainfall is affected by distance from bodies of warm water, wind direction, temperature, and physical features which block winds carrying moisture.

15. Vegetation is affected by temperature, rainfall, and soil.

16. Some things can be produced better in one place than another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

17. People in most societies depend upon people who live in other regions and countries for goods and services and for markets for their goods.

SKILLS

1. Attacks problems in a rational manner.

   a. Is alert to incongruities, recognizes problems, and is concerned about them.

   b. Defines problems by isolating basic issues, defining terms, and identifying assumptions and values involved and the factual questions which need investigating.

      1) Defines problems by defining basic terms.

      2) Identifies basic assumptions.

      3) Identifies value-conflicts.

   c. Considers possible consequences of alternative courses of action.

2. Gathers information effectively.

   a. Identifies the main idea in oral, written, and visual material.

      1) Reads for main ideas.

      2) Draws inferences from tables.

3. Evaluates information and sources of information.

   a. Identifies and examine
   to decide whether he c

   b. Differentiates betwee
   causal, predictive, a
   questions and statemer

      1) Distinguishes betw
      inferences, and va

   c. Checks on the bias and
   of sources of informa

   d. Detects various kinds
   devices.

      1) Identifies words a
      which are intended

   e. Looks for points of ag
   disagreement among sou
   mation.

   f. Detects inconsistencie

   g. Checks on the complete
   and is wary of genera
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      1) Rejects all-none
      reasoning.

      2) Looks for causati
      other than those
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and visual material.

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a. Identifies and examines assumptions to decide whether he can accept time.

b. Differentiates between descriptive, causal, predictive, and normative questions and statements.

   1) Distinguishes between facts, inferences, and value judgments.

c. Checks on the bias and competency of sources of information.

d. Detects various kinds of persuasion devices.

   1) Identifies words and phrases which are intended to persuade.

e. Looks for points of agreement and disagreement among sources of information.

f. Detects inconsistencies in material.

g. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

   1) Rejects all-none (black-white) reasoning.

   2) Looks for causative factors other than those mentioned in sources of information.

4. Uses effective geographic skills.

   a. Draws inferences from maps.

5. Organizes and analyzes data and draws conclusions.

   a. Applies previously-learned concepts and generalizations to new data.

   b. Identifies differences in data.

   c. Categorizes data.

   d. Tests hypotheses against data.

   e. Generalizes from data.

   f. Having studied the causes of the problem, examines the possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.

   g. In considering situations calling for action, decides whether or not one should act upon the basis of a theory by considering the extent to which the theory seems verified and the risks of acting or failing to act.

ATTITUDINAL BEHAVIORS

1. Is curious about social da
   behavior and wishes to rea
   further in the social scie

2. Is committed to the free e
   social attitudes and data.
   actively for different poi
   and interpretations.

   a. Is committed to a free
      of social attitudes an
      policy.

3. Values objectivity and desi
   his values from affecting h
   pretation of the evidence,
   recognizing the important r
   in the process of making de
   problems which demand actio

   a. Respects evidence even
      tradicts prejudices and

4. Evaluates information and s
   information before acceptin
   and generalizations.

5. Is sceptical of the finalit
   considers generalizations a
   as tentative, always subjec
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decides whether or
ld act upon the basis
by considering the ex-
h the theory seems
the risks of acting
or failing to act.

ATTITUDINAL BEHAVIORS

1. Is curious about social data and human behavior and wishes to read and study further in the social sciences.

2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations.

   a. Is committed to a free examination of social attitudes and public policy.

3. Values objectivity and desires to keep his values from affecting his interpretation of the evidence, although recognizing the important role of values in the process of making decisions about problems which demand action.

   a. Respects evidence even when it contradicts prejudices and preconceptions.

4. Evaluates information and sources of information before accepting evidence and generalizations.

5. Is sceptical of the finality of knowledge, considers generalizations and theories as tentative, always subject to change in the light of new evidence.

6. Is sceptical of theories of single causation in the social sciences.

7. Is sceptical of panaceas.

8. Feels a sense of responsibility for keeping informed about current problems.

9. Feels a sense of responsibility for taking informed action about problems confronting the nation.

10. Evaluates events and conditions in terms of their effects upon individuals as human beings.

11. Values institutions as a means of promoting human welfare, not because of tradition.

12. Attempts to identify, examine and clarify his own values and to work out a consistent value system.

OBJECTIVES	OUTLINE OF CONTENT
G. War is a complex social process.	I. War is a major world problem.
	A. War has been an accepted proces lations of nations since earlie
S. <u>Defines problems by defining basic terms.</u>	B. War is a complex social process
	1. War is a political, legal, a concept; it has no generally hensive definition but may b social institution that is a highly formalized and systema of carrying on negotiations lectivists by means of viole fraud, propaganda and, on so national persuasion.
	2. Today wars may vary greatly pons, tactics and objectives pants.
	a. Categories usually includ flicts versus limited are nuclear and non-nuclear w and unconventional war; l war.

OUTLINE OF CONTENT

ex social process. I. War is a major world problem.

A. War has been an accepted process in the relations of nations since earliest times.

ms by defining basic B. War is a complex social process.

1. War is a political, legal, and sociological concept; it has no generally accepted comprehensive definition but may be defined as a social institution that is a standardized, highly formalized and systematized method of carrying on negotiations between two collectivists by means of violence, intimidation, fraud, propaganda and, on some occasions, national persuasion.

2. Today wars may vary greatly in scope, weapons, tactics and objectives of the participants.

a. Categories usually include: world conflicts versus limited area conflicts; nuclear and non-nuclear war; conventional and unconventional war; limited and total war.

TEACHING PROCEDURES

MATERIALS

Initiatory Activities

1. Begin this unit by telling students they are going to study the problems of war and peace. Then ask them to list on a sheet of paper as many wars as they know about and to indicate, if they are able, the approximate time span of each conflict. Make a composite list on the blackboard and ask students to generalize about the frequency of war and peace. Students should be helped to realize that before such a generalization can be made it is necessary to define the concepts of war and peace.

2. Students should attempt to define war. Aid them by asking questions which will develop a continuum of conflict that will include nuclear war, conventional war, limited wars, espionage, propaganda, trade restrictions, etc. Use the list of conflicts constructed in activity #1 to illustrate some of these types of wars.

b. It should be noted t
may fit into more th
it may escalate and
cteristics.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

C. Wars have had a profound
dual men and nations.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

b. It should be noted that a particular war may fit into more than one category, and it may escalate and thus change characteristics.

C. Wars have had a profound influence on individual men and nations.

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A SENSE OF RESPONSIBILITY
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nings in one part of the world
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RIOUS ABOUT SOCIAL DATA AND
BEHAVIOR AND WISHES TO READ
TUDY FURTHER IN THE SOCIAL
CES.

3. Tell the class that there is a common sense saying that "War never accomplished any good for the world." Ask: Do you agree? Can you think of any scientific progress that seems to come about as a result of war or preparation for war?

   Now find out if students are aware that most of the map of the present day world was shaped by war. If not, present them maps of the United States, East-West Germany, North South Korea, etc. to illustrate the point.

4. Ask students to begin collecting materials, cartoons, editorials, poems, etc., which illustrate how our culture feels about war. These materials could be used to construct a bulletin board or used with an opaque projector in a later teaching procedure.

5. Ask: Do you believe that war will greatly affect your lives? If students are reluctant to discuss this topic, initiate the discussion by reading John O'Halloran's letter to his father from Viet-Nam. Then ask the students how they think John's experience in Viet Nam will affect his life.

Adler, L
pp. 15-

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w they think John's experience in Viet Nam
ect his life.

Adler, Letters from Viet Nam, pp. 15-16.

A. FEELS A SENSE OF RESPONSIBILITY FOR TAKING INFORMED ACTION ABOUT PROBLEMS CONFRONTING THE NATION.

S. Is alert to incongruities, recognizes problems, and is concerned about them.

S. Identifies the main idea in oral, written, and visual material.

S. Checks on the bias and competency of sources.

S. Detects various kinds of persuasion devices.

S. Identifies words and phrases which are intended to persuade.

S. Draws inferences from tables.

G. War is a major world problem.

G. Wars have an important economic impact upon people.

G. War has serious physical and psychological effects upon people in wartorn areas.

S. Identifies the main idea in oral, written, and visual material.

D. Regardless of the measure used proportion of military deaths numbers of people involved, wa century has become more costly and nations.

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D. Regardless of the measure used, financial cost, proportion of military deaths per thousand, or numbers of people involved, war in the 20th century has become more costly to individuals and nations.

6. Now tell students that you are going to present them with a variety of materials and that they are to identify the major ideas in each of these materials and to evaluate each of the presentations in terms of effectiveness and bias. All of these materials are used to illustrate the conflicting feelings present in our culture concerning war.

a. Use the overhead or opaque projector to present data concerning financial and human costs of war to society. After students have generalized about the increasing cost and impact on society, ask: How might the use of tactical nuclear, chemical, and bacterialogical weapons affect costs in the future?

See Appendix. data, see Wrig of War.

b. Play the recordings: Blowing in the Wind and What Have They Done to the Rain. Ask students to identify

Recordings: B Wind (Bob Dylc

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See Appendix. For additional data, see Wright, The Study of War.

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Recordings: Blowing in the Wind (Bob Dylon, Columbia).

S. Checks on the bias of sources.

G. War has serious physical and psychological effects upon people in wartorn areas.

S. Identifies the main idea in oral, written, and visual material.

S. Checks on the bias and competency of sources.

G. War is a major world problem.

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A. EVALUATES EVENTS AND CONDITIONS IN TERMS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

the attitude of the composer. If pupils are familiar with the song, ask: Have you ever danced to this music?

What Have They Do
Rain? (Mary Ann
London).

c. Read or have students read from Michihiko Haihja's Hiroshima Diary, August 6, 1945,

Found in Rosenber
Mass Society in C

d. Have student read "Hypothetical Thermonuclear Strike," by Leila Brown and Ruth Leeds. After students have discussed the effect of this hypothetical nuclear attack, present them with data that reveals how much more damage would occur today because of bigger and improved technology.

Spanier, World Po
Age of Revoluatio
119.

e. Present students with materials you have asked them to gather (see activity # 4) concerning our culture's ambivalent attitude toward war. Ask them to evaluate this material as they have the other material shown.

f. You might also wish to have pupils read some of the war literature from earlier wars to better understand the impact of the war upon human beings. Or they might read non-fiction books which present this impact.

See fiction in s
Also see non-fic
Caidin, The Nigh

ude of the composer. If pupils are famil- he song, ask: Have you ever danced to ??	What Have They Done to the Rain? (Mary Ann Faithul, London).
ave students read from Michihiko Haihja's Diary, August 6, 1945,	Found in Rosenberg, et. al., Mass Society in Crisis.
ent read "Hypothetical Thermonuclear by Leila Brown and Ruth Leeds. After stu- e discussed the effect of this hypotheti- ar attack, present them with data that re- much more damage would occur today because and improved technology.	Spanier, World Politics in an Age of Revoluation, pp. 112-119.
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also wish to have pupils read some of the ature from earlier wars to better under- impact of the war upon human beings. Or t read non-fiction books which present ct.	See fiction in school libraries. Also see non-fiction such as Caidin, The Night Hamburg Died.

G. War is a major world problem.

S. Defines problems by isolating basic issues, defining terms, and identifying assumptions and values involved and the factual questions which need investigating.

E. Today, the problem of war conf
ple with an important conflict

1. In the past, war has been re
undesirable, though acceptab
achieving change in the inte
recent technological advance
fostered the belief that th
victors in a total war. Tho
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experts seem to agree that
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r world problem.

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ing terms, and identi-
ions and values involved
al questions which need
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E. Today, the problem of war confronts most people with an important conflict in values.

1. In the past, war has been regarded as an undesirable, though acceptable means of achieving change in the international world; recent technological advances in weapons have fostered the belief that there would be no victors in a total war. Though estimates of the destructiveness of total war vary, all experts seem to agree that the human and economic costs of such a conflict would be extremely high and that there exists a real danger that all mankind might be destroyed.

2. Although it seems that a majority of people everywhere desire peace, or at least to avoid total war, there is wide-spread disagreement regarding how and under what circumstances war should be avoided.

   a. At the present time the Soviet Union and the United States both possess sufficient military power to destroy each other and all of the rest of the nations of the

7. After students have gathered data from above sources (or selected sources, depending upon teacher's judgment) and combined data sheets, conduct a discussion to establish: (a) that war is of major concern as evidenced by a wide variety of materials which deal with the problem, (b) which media were most effective and why, and (c) that the problem of war involves "a conflict of values."

8. Have students try to identify major elements of the problem, such as:

   (a) the problem of avoiding total nuclear war by maintaining a large deterrent force.

   (b) the problem of technological change and nuclear testing.

   To de :lop the last point, it might be useful to have students read "Fall-out I Feel in my Bones" by Issac Asinov. If students are unfamiliar with the questions about developing an anti-ballistic missile defense and the spread of nuclear weapons, the teacher may find it necessary to have them read about this problem. An excellent article, concise and not too technical, may be found in the Foreign Policy Association's Great Decisions of 1967 entitled "The Spread of Nuclear Weapons."

   Asinov, '
   My Bones
   Mass Soc
   329-339.

   (c) the problem of war by accident.

   (d) the danger of limited conflicts like Viet Nam developing into total wars.

   Do not thoroughly discuss these problems at this time but move on to a broader overview of the unit.

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combined data sheets, conduct a discussion
ish: (a) that war is of major concern as
by a wide variety of materials which deal
problem, (b) which media were most effective
and (c) that the problem of war involves "a
of values."

ents try to identify major elements of the
such as:

roblem of avoiding total nuclear war by main-
ng a large deterrent force.

roblem of technological change and nuclear
ng.

p the last point, it might be useful to have
read "Fall-out I Feel in my Bones" by Issac
If students are unfamiliar with the questions
eloping an anti-ballistic missile defense and
d of nuclear weapons, the teacher may find it
to have them read about this problem. An
article, concise and not too technical, may
in the Foreign Policy Association's Great De-
f 1967 entitled "The Spread of Nuclear Weapons."

Asinov, "Fall-out I Feel in My Bones," in Rosenberg, ed., Mass Society in Crisis, pp. 329-339.

roblem of war by accident.

anger of limited conflicts like Viet Nam de-
ing into total wars.

oroughly discuss these problems at this time
on to a broader overview of the unit.

world. It is generally assumed that each of these nations is deterred from using its weapons by the knowledge that the other nation possess the "second-strike" capability to destroy it. This condition is usually referred to as the "balance of terror."

b. The existence of this "balance of terror" has "created" several related problems.

1) The balance of terror does not appear to be stable. Each super power seemse eager to achieve a technological breakthrough that will shift the balance in its favor. This behavior has produced a costly armaments race and created a potential health danger as a result of weapon testing. Another factor which has a tendency to make the balance of terror unstable is the spread of nuclear weapons to other nations.

2) The existence of these weapons creates the possiblity that total war may occur as the result of mechanical failure or accident.

3) Limited conflicts, such as the Viet Nam War, may be escalated into total war through fear and/or miscalculation.

c. Although people of the world value peace, recent world events seem to indi-

cate that they may valu
tion, freedom, justice
isims" even more. The
whether war is ever jus
the "gut" issues of our

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

cate that they may value self-determination, freedom, justice and the "various isims" even more. The question of whether war is ever justified is one of the "gut" issues of our time.

BOUT SOCIAL DATA AND
OR AND WISHES TO READ
RTHER IN THE SOCIAL

9. Another means of getting students to identify the basic overall problems of war might be to give students an attitude scale concerning various problem areas. Discuss the class results, noticing points of agreement and disagreement. See Appendi

10. Give students a more thorough overview of the unit by handing out a student unit in question form such as the sample one in the appendix. Ask the class to develop additional sub-questions under each topic. Impress on student that they may make suggestions for further study of additional topics -- <u>at a later time if they have no suggestions at this time</u>. See Appendi questions.

    To aid in this overview and to appeal to the special interests of individual students hand out a list of suggested topics for individual students. Some sample projects:

    a. An individual report on some aspect of the Viet Nam War -- i.e., The Diem Regime 1954-63 or Ho Chi Minh, his life work, or problems of dealing with guerilla warfare.

    b. Debate on topic "Is U.S. Involvement in Viet Nam Justified?" or "Does Man's Nature Make War Inevitable?"

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blems of war might be to give students an
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ass results, noticing points of agreement
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See Appendix.

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See Appendix for sample questions.

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th guerilla warfare.

bate on topic "Is U.S. Involvement in Viet
m Justified?" or "Does Man's Nature Make War
evitable?"

S. Defines problems by isolating basic issues, defining terms, and identifying assumptions and values involved and the factual questions which need investigating.

S. Identifies various kinds of persuasion devices.

G. War is a major world problem.

II. War seems to be the result of m causes.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

A. FEELS A SENSE OF RESPONSIBILITY

A. Discussion of the causes of a is likely to be controversial Viet Nam has been one of the issues in our society. Becaus versy the causes of the Viet vary with the individual or g

ems by isolating basic
ng terms, and identi-
ons and values involved
al questions which need

ious kinds of persua-

world problem.

II. War seems to be the result of multi-interrelated causes.

UT SOCIAL DATA AND
AND WISHES TO READ
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OF RESPONSIBILITY

A. Discussion of the causes of a contemporary war is likely to be controversial. The War in Viet Nam has been one of the most controversial issues in our society. Because of this controversy the causes of the Viet Nam War seem to vary with the individual or group making the

c. Construction projects related to the U.N. membership, organization and function.

Be sure to give students sufficient time and guidance so that the projects will be useful to the entire class.

Developmental Procedures

11. Show film The Hole. This is an animated cartoon which concisely introduces the problem of accidental war. Ask students what they feel is the message. Is it an effective media?

Film: The Hole, 15 min.

12. Read to the students the one-act play "Pilot Lights of the Apocalypse" or ask the students to play the various roles and read the lines. Compare the situation developed in this playlet to the situation in Dr. Strangelove and Fail Safe. Since both of these novels have been made into movies, students should be familiar with their basic plots.

Ridenour, "Pilot
Apocalypse in On
McClelland, ed.,
Weapons, Missile
War, pp. 17-24.

13. To provide students with general background on the Viet Nam War, show the filmstrip, Southeast Asia. During the filmstrip have students develop questions concerning Viet Nam about which they would like to learn more.

Discuss the filmstrip with the students, seeking to de-

Filmstrip: Sout
New York Times,

tion projects related to the U.N. member-
ganization and function.

students sufficient time and guidance
ects will be useful to the entire class.

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Ridenour, "Pilot Lights of Apocalypse in One Act" in McClelland, ed., Nuclear Weapons, Missiles and Future War, pp. 17-24.

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he filmstrip, Southeast Asia. During
ave students develop questions concern-
out which they would like to learn more.

mstrip with the students, seeking to de-

Filmstrip: Southeast Asia, New York Times, 1968.

FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

G. War seems to be the result of multiple, interrelated causes.

analysis. However, the mo
pretations usually state t
result of several related

S. Reads for main ideas.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

S. Checks on the bias and competency of sources.

S. Checks on the completeness of data.

S. Detects inconsistencies in material.

S. Looks for points of agreement and disagreement among sources of information.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

G INFORMED ABOUT CURRENT

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main ideas.

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INFORMATION AND SOURCES
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AND GENERALIZATIONS.

analysis. However, the more objective interpretations usually state that this war is the result of several related factors.

velop the basic concept that Viet Nam is a limited war.

Now tell students you are going to use the Viet Nam War for an in-depth study of a limited war and an effort to discover the causes of this conflict. Use the blackboard to compile the questions that students say they wish to have more information about. Pose additional questions to the class, if necessary, to bring the study into focus.

14. There are a wide variety of materials available about Viet Nam. There are several quite objective factual accounts which provide a student with a basic background on Viet Nam -- its resources, people, history and problems. The reading level of these materials ranges from roughly average junior high to the college level. Devote a portion of class time to the introduction of these books and other materials. If the teacher examines these books carefully, he will observe that they include journalistic accounts and critical analysis by foreign and domestic critics of our policies. There is even, for interested able students, a book written by a North Vietnamese communist leader called Primer for Revolt which deals with the communist takeover in Viet Nam.

Devote several periods to reading and research. Students may wish to do special reports on this topic. If they do, strongly recommend that they use more than one source of information. This is particularly true in the case of the use of personal experience accounts written by soldiers and journalists. Remind students to evaluate their sources in terms of bias and competency, completeness of data, etc.

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other materials. If the teacher exam-
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periods to reading and research. Stu-
to do special reports on this topic.
ongly recommend that they use more than
information. This is particularly true
the use of personal experience accounts
diers and journalists. Remind students
eir sources in terms of bias and competency,
f data, etc.

See particularly the following, listed from the easiest reading to the more difficult:
Durdin, Southeast Asia.
Dareff, The Story of Viet Nam.
Hammer, Viet Nam, Yesterday and Today.
Fall, The Two Viet Nams (for best readers).
Also, see bibliography for additional materials.
Add new materials as they appear.

S. Applies previously-learned concepts and generalizations to new data.

S. Draws inferences from maps.

G. Temperature is affected by the distance from the equator, distance from warm water bodies, wind patterns, including prevailing winds, air pressure systems, ocean currents, and physical features which block winds from certain directions.

G. Rainfall is affected by distance from bodies of warm water, wind direction, temperature, and physical features which block winds carrying mositure.

G. Vegetation is affected by temperature, rainfall, and soil.

G. Some things can be produced better in one place than another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

G. People in most societies depend upon people who live in other regions and countries for goods and services and for markets for their goods.

15. Review basic geographic facts about Viet Nam. Project maps on the overhead projector or opaque projector and ask questions designed to help pupils establish the shape, size, terrain, climate, vegetation, and population of the area. Also present basic economic data to the class. Help students understand that North and South Viet Nam are complementary economic units.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas from other countries, it helps give rise to feelings of nationalism.

S. Applies previously-learned concepts and generalizations to new data.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas from other countries, it helps give rise to feelings of nationalism.

G. Nationalism usually makes people prepared to divert resources and effort into channels in which they will make a maximum contribution to national goals.

G. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.

S. Identifies differences in data.

16. Briefly discuss the early history of Viet Nam. Do not get bogged down in details, but establish that this area's relationship to China was that of a vassal and that Viet Nam history tends to reveal an anti-Chinese feeling as well as an anti-French feeling.

17. Since students in this grade have already studied units on problems of developing societies and Africa, a brief review of the concepts of colonialism, imperialism, nationalism and traditional society, should be all that is needed to help students make the application of their earlier learning to the Viet Nam situation. Make sure students see the necessity for establishing these relationships. Be sure to help them understand how the impact of a French rule affected the people of Viet Nam and that the French had hoped to integrate this colony into the French Union.

18. Individual student reports on the life and times of Boa Dai, Ho Chi Minh and Diem may be the simplest and

S. Generalizes from data.

S. Generalizes from data.
S. Identifies value-conflicts.
G. War seems to be the result of multiple, interrelated causes.
A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.
A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

G. War seems to be the result of multiple, interrelated causes.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

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1. One group, in our society belie
Viet Nam War is the result of
by the world communist movemer
control of South Viet Nam by s
force and overt aggression.

2. Another group would accept muc
interpretation, but would add
of an economic factor. China,
more resources, is using North
as a tool to gain control of a
ducing a food surplus.

3. Another interpretation of the
Viet Nam War would stress tha
war against colonialism and co
a war against American imperia
in the eyes of Vietnamese nat
have replaced the French.

4. An objective appraisal of the
this conflict would admit tha
cited above have all contribu

flicts.
of multiple, interrelated causes.
WHEN IT CONTRADICTS PREJUDICES

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IAL SCIENCES.

1. One group, in our society believes that the Viet Nam War is the result of an attempt by the world communist movement to gain control of South Viet Nam by subversion, force and overt aggression.

2. Another group would accept much of the first interpretation, but would add the influence of an economic factor. China, in need of more resources, is using North Viet Nam as a tool to gain control of an area producing a food surplus.

3. Another interpretation of the causes of the Viet Nam War would stress that this is a war against colonialism and continues as a war against American imperialism which in the eyes of Vietnamese nationalists have replaced the French.

4. An objective appraisal of the causes of this conflict would admit that the causes cited above have all contributed to the

most effective way to lead students to understand the events in Viet Nam from World War II to the time of large-scale American involvement. If this approach is taken, care should be used to compare and contrast the philosophies, goals and actions of these three men.

19. Show the film, Southeast Asia, The Other War. This film, made in early 1965, gives some insights into why the U.S. became so heavily involved in Viet Nam.

Film: Sou
Other War
butor: In

20. Invite speakers with differing interpretations as to the cause of the Viet Nam War to speak to your class. Speakers can be obtained from various organizations such as the American Legion and Veterans for Peace.

Hold a class discussion concerning various causes of the war in Viet Nam. Ask how students regard the conflict. Is it really civil war or a case of armed aggression by the North or are there elements of each? Make sure that the elements of the objective interpretation are presented. Also discuss the differences between kinds of statements being made, the completeness of data, etc. Then ask: Does the modernization of traditional society, by the very nature of the process, produce groups with conflicting interests and desires for power?

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ll to the time of large-scale American involvement. If this
, care should be used to compare and contrast the philos-
d actions of these three men.

, Southeast Asia, The Other War. This film,
1965, gives some insights into why the U.S.
avily involved in Viet Nam.

Film: Southeast Asia, The Other War, 6 reels, Distributor: Indiana University.

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Viet Nam War to speak to your class. Speakers
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of the objective interpretation are presented.
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the completeness of data, etc. Then ask:
ernization of traditional society, by the
of the process, produce groups with con-
erests and desires for power?

S. Checks on the bias and competency of sources of information.

S. Identifies value-conflicts.

S. Distinguishes between facts, inferences and value judgments.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Looks for causative factors other than those mentioned in source of information.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

G. War seems to be the result of multiple, interrelated causes.

S. Identifies value-conflicts.

S. Considers possible consequences of alternative courses of action.

S. Looks for causative factors other than those mentioned in source of information.

S. Distinguishes between facts, inferences, and value judgments.

conflict.

21. Show the film, Viet Nam - Journal of War. This film, through a series of interviews with U.S. soldiers, a dissident South Vietnamese general, an anti-Ky student, and a U.S. aid reveals the complicity of the total situation in Viet Nam.	Film: Viet Na of War, 52 mi Roebeck Co., 2 N. York, 1001

, Viet Nam - Journal of War. This film,
ies of interviews with U.S. soldiers, a
th Vietnamese general, an anti-Ky student,
d reveals the complicity of the total
Viet Nam.

Film: Viet Nam, Journal of War, 52 min., Agent Peter Roebeck Co., 230 Park Ave., N. York, 10017.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

S. Checks on the completeness of data.

B. Although it is unscientific to gene
the study of the causes of one war
causes of all wars, it is true that
scientists believe that war is a co
tural pattern resulting from intern
psychological, social, economic, a
cal causes.

ICE EVEN WHEN IT
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completeness of data.

B. Although it is unscientific to generalize from the study of the causes of one war to the causes of all wars, it is true that most social scientists believe that war is a complex cultural pattern resulting from interrelated psychological, social, economic, a political causes.

22. Hold a class discussion to examine the moral, legal and strategic reasons often given for U.S. involvement in Viet Nam. Be sure that both sides of the arguments are clearly stated and analyzed. Then ask: Do you think the Viet Nam conflict can be won by military means alone? This should lead to the question of our efforts at village pacification.

23. Show the film, Viet Nam Oil Slick. (30 min.) The film focuses on the work of the American Aid program in Viet Nam. Two views are presented, that of an AID worker which is positive and that of the narrator which is negative. This film should provoke an interesting discussion concerning the importance of this program and its chances for success. Discussion of the film should also bring out the difficulty in determining the causes of the Viet Nam War.

Film: Viet Nam
Net. Film Servic
Indiana, Bloomin
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24. Ask: Do you believe that your study of the causes of the Viet Nam War enables you to generalize about the causes of all wars? What additional information do you feel is needed?

cussion to examine the moral, legal and
s often given for U.S. involvement in
re that both sides of the arguments are
nd analyzed. Then ask: Do you think
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Indiana, Bloominton, Ind.,
47401.

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r enables you to generalize about the
ars? What additional information do you

S. Applies previously-learned concepts and generalizations to new data.

S. Identifies and examines assumptions to decide whether he can accept time.

G. War seems to be the result of multiple, interrelated causes.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

1. A majority of modern psycholo
that while man may not be inh
nacious, his education and ac
tudes make him the perpetrato

2. Many students of internationa
state that war represents eit
pression of ideology or a con
competing ideologies and thus
be regarded as a contributing
not the sole cause of war.

   a. Fascism and militarism both
   glorify war.

   b. Nationalism and imperial
   related to war.

   c. In recen
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THE SOCIAL SCIENCES.

OF THE FINALITY OF
NSIDERS GENERALIZA-
ORIES AS TENTATIVE,
T TO CHANGE IN THE
EVIDENCE.

1. A majority of modern psychologists believe that while man may not be inherently pugnacious, his education and acquired attitudes make him the perpetrator of war.

2. Many students of international relations state that war represents either an expression of ideology or a conflict of competing ideologies and thus ideology must be regarded as a contributing factor but not the sole cause of war.

   a. Fascism and militarism both ex
      glorify war.

   b. Nationalism and imperial
      related to war.

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25. Draw upon what pupils have learned in earlier grades (from their study of the Cuban conflict in grade eight, their study of the Arab-Israeli War in grade eight or nine, and their study of areas in grade eleven) to list other causes of war than those mentioned so far.

Show the film The Hat and have pupils identify the causes of war which are brought out in the film.

Then present a short, informal lecture about general causes of war, adding additional information, as necessary, to what pupils have suggested. Be sure to present the pros and cons concerning various psychological, ideological, and economic theories.

Film: The Hat, ducer: World L tributor: S.F. See Klineberg, Dimension in In Relations.

at pupils have learned in earlier grades
study of the Cuban conflict in grade eight,
of the Arab-Israeli War in grade eight or
eir study of areas in grade eleven) to list
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r, adding additional information, as neces-
t pupils have suggested. Be sure to pre-
s and cons concerning various psychological,
and economic theories.

Film: The Hat, 18 min., Producer: World Law Fund; Distributor: S.F.
See Klineberg, The Human Dimension in International Relations.

system are often given as the political causes of war.

5. In 1940, Willard Waller, editor of War in the Twentieth Century stated that there are many complex social, economic, and political factors which have something to do with the causation of war. They set off processes of change in society which unite with one another to form the major processes of going to war. This process Waller called "War fever." Some recent research supports Waller's theory.

   a. Conflict begins with certain crises between nations, "incidents" in which there is a clash of the power systems of two or more nations.

   b. These incidents set off conflict; at first the conflict-resolving mechanisms of the international system are able to hold the conflict within bounds but unable to eliminate the problem.

   c. Public opinion in each nation comes to regard the other as a potential enemy.

   d. Then "new incidents arise."

   e. Agencies which mold and/or control public opinion begin to favor war.

   f. War fever develops and the belief becomes accepted that war is necessary and justifiable at this time.

g. Recent peace research
port Waller's theory b
may be a self-fulfilli
mechanism which is def
beliefs causing one to
to what one expects to
setting in motion even
about precisely what o

6. At the present time, ther
accepted definitive theor

G. War seems to be the result of multiple, interrelated causes.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

g. Recent peace research has seemed to support Waller's theory by showing how war may be a self-fulfilling prophecy, a mechanism which is defined as a set of beliefs causing one to act according to what one expects to happen, thus setting in motion events which bring about precisely what one sought to avoid.

6. At the present time, there is no widely accepted definitive theory of war.

s to be the result of mul-
nterrelated causes.

ICAL OF THEORIES OF SINGLE
N IN THE SOCIAL SCIENCES.

26. Give pupils the following questions used in a survey of the American people. However, do not give them the figures for percentages of responses by the American people until after they have compiled percentages for answers from their own class.

Do you have any doubts about the desirability of peace? (No. 81%)

Do you think there is any use in working for [illegible] despite of the current international [illegible] (Yes 94%)

[illegible] were established, could our [illegible] successfully with communism? ([illegible]

[illegible] always be wars? (Yes,

Comp[illegible] survey and figure out the per[illegible]ach question. Then have th[illegible]s to those of the survey.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

S. Applies previously-learned concepts and generalizations to new data.

S. Sets up hypotheses.

G. The International System may be looked at as a series of dynamic power relationships.

G. The International System has several means and mechanism for resolving conflict but none has been successful consistently in preserving peace.

G. National power may be brought to bear upon other nations through many channels and mechanisms: force, diplomacy, international law, international organizations; the choice among them depends on the nature of the goal, its importance, the ef-

III. The International System has mechanisms for resolving conf been consistently successful

A. The International System m as a series of dynamic pow

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them depends on the nature of
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III. The International System has several means and mechanisms for resolving conflict but none has been consistently successful in preserving peace.

A. The International System may be looked upon as a series of dynamic power relationships.

Discuss any differences that seem significant. Then discuss this data to develop the concept of the self-fulfilling prophecy.

27. A pupil or the teacher might prepare a bulletin board display or series of cartoons illustrating the multi-interrelated nature of the causes of war.

28. To arouse student interest in the international system and how it "works" play one of the simulation games available. The Foreign Policy Assoc. game called Crisis is challenging and realistic but not too complex.

    The usefulness of any simulation game depends upon the follow-up discussion. Be sure to discuss what has happened, encouraging student to set up hypotheses about the international system to be tested further as they continue the unit and to analyze previously-learned generalizations in the light of the game.

fectiveness of the means, its acceptability, etc.

G. There are many sources of national power in dealing with other nations.

G. Military capacity is an important factor in the development of national power but not the only one or even the dominant one.

G. Military power as a means of national power depends upon the willingness to use it.

G. Force as a means of national power depends not only on the effective preponderance of force but the possibility that its use may alienate the support of other nations.

G. Differences in population, resources, and economy may be reflected in differences in national power; that is to say, they are important bases or components of national power.

G. Industrial capacity and energy sources are important bases of national power.

G. In the international system, inequalities of power only invite the use of some form of coercion. The balance of power strategy is based on this premise.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. The International System may be looked at as a series of dynamic power relationships.

G. The International System has several means and mechanisms for resolving conflict but none has been successful consistently in preserving peace.

G. National power may be brought to bear upon other nations through many channels and mechanisms: force, diplomacy, international law, international organizations; the choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.

G. There are many sources of national power in dealing with other nations.

G. International organizations created to date lack the universality of scope, legitimacy, and monopoly of sanctions associated with the con-

1. Relationships within the Inte
tem are free bargaining relat
volving the interaction of so
which do not necessarily acce
macy of any authoritative cor
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   a. Though they vary greatly,
   must possess four characte
   people, a territory, a gov
   a sovereignity.

      1) At the present time, st
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      2) They recognize no super
      and are governed by se

   b. Relations in the Internat
   are complex and include e
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   c. Each state begins its rela
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1. Relationships within the International System are free bargaining relationships involving the interaction of sovereign states which do not necessarily accept the legitimacy of any authoritative conflict settling mechanism.

   a. Though they vary greatly, all states must possess four characteristics: a people, a territory, a government and a sovereignity.

      1) At the present time, states are the supreme form of human organization.

      2) They recognize no superior authority and are governed by self-interest.

   b. Relations in the International System are complex and include elements of cooperation as well as of conflict.

   c. Each state begins its relations by determining its goals and strategies, i.e. its foreign policy. Foreign policy is influenced by the nature of the specific state and its relation to in-

29. Students may read Frankel, International Relations, chs. 1, 2, 4, and pp. 182-192 and write a short essay comparing the International System to the other "systems" they have studied. Or have a group of students present a symposium on the International System. Then have the students write the suggested essay. Read aloud one or two quite different essays or ditto them for pupils. Discuss.

Frankel, Int

In addition do several of the following:

a. Have a pupil prepare a chart to illustrate the International System. Compare with Sorauf's chart on our political system.

b. Hold a class discussion on national foreign policy goals. Ask: What are your personal goals? Do you think national goals are the collection of all individual goals, or are they something different? What are some national goals?

Have pupils try to identify the national goals which might affect our foreign policy. Find out if pupils agree on the relative importance they place on different goals. Ask: How will views of presidents on such goals be likely to affect foreign policy?

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Frankel, International Relations.

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cept of world government.

G. Each nation in the International System begins its relations by setting its own goals and strategies.

G. The process by which a nation sets its foreign policy is very much a part of its internal politics.

S. Applies previously-learned concepts and generalizations to new data.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. Executive decisions are limited by many factors: permissability, available resources, available time, available information, and previous commitments.

G. In the International System, inequalities of power only invite the use of some form of coercion. The balance of power strategy is based on this premise.

ternational soceity.

1) National values, nati
power, public opinion
cision-making process
numerous factors affe
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2) Foreign policy is alw
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and external factors.

2. The power relationships wit
tional System are unstable

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b. After World War I the ba
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c. Attempts to establish a
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failed for the fundament
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ternational soceity.

1) National values, national interest, power, public opinion, and the decision-making process are among the numerous factors affecting the development of foreign policy.

2) Foreign policy is always the result of a unique interplay between domestic and external factors.

2. The power relationships within the International System are unstable and dynamic

a. The origins of the present system may be found in the Peace Treaty of Westphalia which established several major European states capable of maintaining an equilibrium of power among themselves. This system which existed from 1648-1914 is often called the balance of power system.

b. After World War I the balance of power system changed from European to a global one but, due in part to the advent of totalitarian ideologies and major technological change, the stability of the previous era was never restored.

c. Attempts to establish a new stable international order following World War II failed for the fundamental reasons that the Great Powers that really mattered had been reduced to two super-powers; the United States and the Soviet Union

Are the domestic goals of our society compatible with our foreign policy goals in Viet Nam? Can we fight war on poverty and the war in Viet Nam at the same time?

c. Review what pupils have learned in earlier courses about ways in which domestic factors affected foreign policy decision-making. Discuss domestic factors which seem to be affecting policy related to the war in Viet Nam.

d. Review the factors limiting executive decision-making as they relate to foreign policy decisions by nations.

and the post war bipolar s

d. Influenced by the revoluti
of anti-colonialism, imper
nationalism, and the bipola
gan to assume new characte
it is not clear as yet
exact nature of the new sy

G. Diplomacy, the bargaining and negotiation of states over matters of mutual interest, is most successful where there is relative equality of power among the participants.

G. Compromise is most likely to occur where there is a relative equality of power, and therefore something approaching a deadlock in the decision.

G. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of the conflict.

G. International law lacks the enforcement machinery of national law and thus is useful in resolving disputes only if the sovereign states involved agree to adhere to it.

B. Diplomacy and international law,
means of resolving conflic
international system, have sever
and have enjoyed only limited su

1. Diplomacy is the direct barga
gotiation of nations over ma
interest.

a. It is not an instrument fo
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terest of other states.

b. Compromise is related to
power of the disputants;
is most likely to succeed
a relative equality of pow
disputants and their suppo

c. Many social scientists ma
between the old and the ne
The differences between th
new diplomacy are not re
are significant.

and the post war bipolar system emerged.

d. Influenced by the revolutionary forces of anti-colonialism, imperialism, nationalism, and the bipolar order began to assume new characteristics though it is not clear as yet what is the exact nature of the new system.

B. Diplomacy and international law, the traditional means of resolving conflict within the international system, have severe limitations and have enjoyed only limited success.

1. Diplomacy is the direct bargaining and negotiation of nations over matters of mutual interest.

a. It is not an instrument for achieving in total a state's foreign policy objectives when they conflict with the national interest of other states.

b. Compromise is related to the relative power of the disputants; thus diplomacy is most likely to succeed where there is a relative equality of power among the disputants and their supporters.

c. Many social scientists make a distinction between the old and the new diplomacy. The differences between the old and the new diplomacy are not revolutionary but are significant.

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if the sovereign states
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30. Do several of the following to develop an understanding of diplomacy and international law.

a. A student may read and discuss the material in Frankel, chs 5 and 6. Then discuss the meanings and limitations of diplomacy and international law as conflict-resolving agencies.

Frankel, Internati

b. Case studies that treat diplomacy and international law may be found in Stoessinger and Westin. These cases may be read and discussed by the entire class or reported on by individual students. Cases illustrate the distinction between old and new diplomacy and the limitations of diplomacy and international law in the resolution of international conflict.

Stoessinger and We
Power and Order, p
179-211.

c. Show the film Guilty or Not Guilty on the Nurenberg trials. Discuss the implications for the future of international law. Ask pupils to analyze the argument used by dissenters to war in Viet Nam that these cases clearly hold the individual responsible for carrying out immoral dictates of his nation-state.

Film: Guilty or N
20 min., Film Form

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Frankel, International Relations.

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Stoessinger and Westin, eds.,
Power and Order, pp. 1-65,
179-211.

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scuss the implications for the future of
l law. Ask pupils to analyze the argu-
dissenters to war in Viet Nam that
clearly hold the individual responsible
g out immoral dictates of his nation-

Film: Guilty or Not Guilty?
20 min., Film Form Foundation.

1) The new diplomacy is less secret than the old.

2) The diplomacy mades greater use of multilateral negotiation in addition to the more traditional bilateral negotiation.

3) Summit or personal diplomacy, though not new, has greatly increased in frequency.

2. International law consists of recognized and binding customs, treaties and conventions concluded by states and decisions of international tribunals.

a. Although the international system does not have the benefit of a legislature, there is a large body of international law. Since 1947 the United Nations has maintained an International Law Commission charged with promoting the progressive development and codification of international law.

b. As a system of law, international law lacks the enforcement machinery of positive national law and thus is useful in resolving disputes only if the disputants agree to adhere to it.

c. The evaluation of the significance of international law varies greatly.
1) Some regard it as complete sham.
2) Others claim that if lawyers were only given a chance they could draft a

d. The class should attempt to assess the problems involved in settling disputes such as the conflict in Viet Nam where each side seems determined to negotiate only from a "position of strength." To stimulate this discussion, the teacher might present the class with one of the many cartoons depicting the Paris Peace talks on Viet Nam.

e. Have a pupil prepare a chart or bulletin board comparing international law with national law. Use the display to establish the important differences between these two types of law.

f. Show the film David Schonebrun on Viet Nam -- How Did We Get In? This film offers suggestions concerning the solution of the Viet Nam problem.

Film available f
Documentary Films

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lm David Schonebrun on Viet Nam -- How
ln? This film offers suggestions con-
e solution of the Viet Nam problem.

Film available from American Documentary Films, 33 min.

G. Struggle may bring together otherwise unrelated groups. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are involved. (Nations may pool their power behind common goals in varying systems of alliances and combinations.)

G. Past and present international organizations have been successful in dealing with social, economic, and/or technical problems but have had limited success in political disputes and in providing for the collective security of their members.

A. IS SCEPTICAL OF PANACEAS.

S. Rejects all-none (black-white) reasoning.

S. Identifies basic assumptions.

comphrensive code
peace upon earth.

C. More recently states have tried
and institutionalize their rela
variety of international organi

1. Single purpose organizations
World War I sought to increa
in the international System
approaches: technical coope
collective security.

a. The Universal Postal Unio
national Union of Weights
and other single purpose
organizations were highly
dealing with technical p
mutual concern.

b. Collective Security organ
as the Holy Alliance, and
Conferences, which establi
for arbitrating disputes
armaments, were less succ

2. The League of Nations and th
Nations differ from earlier
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neither may be considered "

a. The League of Nations, th
purpose international org
struggled with the proble
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decades before it failed.

1) The League of Nations,
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comphrensive code that would ensure peace upon earth.

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AL OF PANACEAS.

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basic assumptions.

C. More recently states have tried to stabilize and institutionalize their relations with a variety of international organizations.

1. Single purpose organizations founded before World War I sought to increase stability in the international System by two separate approaches: technical cooperation and collective security.

a. The Universal Postal Union, the International Union of Weights and Measures and other single purpose international organizations were highly successful in dealing with technical problems of mutual concern.

b. Collective Security organizations such as the Holy Alliance, and the Hague Conferences, which established machinery for arbitrating disputes and reducing armaments, were less successful.

2. The League of Nations and the United Nations differ from earlier international organizations in scope and purpose, but neither may be considered "world governments."

a. The League of Nations, the first multi-purpose international organization, struggled with the problems of the international system for more than two decades before it failed.

1) The League of Nations, founded on the basis of past experience, was not a

31. Do several of the following to develop an understanding of the role of international organizations in the International System.

    a. Individual student may show chart of international organizations before World War I, briefly indicating their nature, duration, and degree of success. He should give the work of one organization in some detail by way of illustration. Discuss some of the organizations which are still in existence in terms of how they affect the American people.

    b. Show the film World War I: Building the Peace. Discuss the origins of the League and review the causes of its failure.

    c. Have student report on the success and failure of the League of Nations. Discuss reasons for failure with the class.

Film: World War I: Building the Peace, 11 min

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f its failure.

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ue of Nations. Discuss reasons for failure
class.

Film: World War I: Building the Peace, 11 min., Coronet.

world government but an agency for securing the continuous discussion of international problems by soverign states.

2) The organizational structure of the League of Nations consisted of a council, an assembly, a Secretariat and special organizations to deal with economic, social and educational problems.

3) The League of Nations during its more than two decades of existence dealt with many types of problems and disputes.

   a) The work of special organizations was highly successful.

   b) The League dealt with several political disputes, some with success.

   c) The final failure of the League of Nations was due to many factors; one of the chief reasons for its demise was the failure of its members to employ, respect and rely upon it in critical situations.

b. In 1945 the United Nations was established to maintain peace and security by methods of collective action, promote international cooperation for the solution of economic and social problems and

d. Show the film We the People which describes the founding of the United Nations at San Francisco or Workshop for Peace which has some beautiful shots of the U.N. building and does a highly satisfactory job on the organizational structure

Films: We the Peopl
8 min.
Workshop for Peace,
20 min.

n We the People which describes the
the United Nations at San Francisco
for Peace which has some beautiful
U.N. building and does a highly
job on the organizational structure

Films: We the People, Young Am.,
8 min.
Workshop for Peace, United Nations,
20 min.

to further the general welfare and development of non-self governing territories.

c. The structure and role of the organs of the United Nations were similar to those of the League of Nations; the Uniting for Peace Resolution and the actions of the Secretary General have modified their functions, though the original Charter has not been formally amended.

1) There are six principal organs of the United Nations: The General Assembly; the Security Council; the Secretariat; the Economic and Social Council; the Trusteeship Council; and the International Court of Justice.

a) Many subsidiary organizations have been created to deal with economic, social, and medical and educational problems.

b) The validity of regional organizations, such as the Organization of American States, is also recognized in the United Nations Charter.

of the U.N. If you use the first film, discuss the point of view of the film maker. How optimistic was he about the chances for peace? What assumptions are made about the U.S. and the U.S.S.R. (Great Powers)?

e. An individual student might prepare and explain a chart comparing the organization of the League of Nations and the United Nations. Have class examine and then discuss: Do you think the U.N. structure provided much additional likelihood for peace? Why or why not?

f. Review what pupils learned in the unit on "The Underdeveloped Countries" about the work of specialized U.N. agencies. Discuss: How effective do you think they would be in promoting peace? Why?

If pupils did not study these organizations earlier, show films which deal with the work of some of the social-economic organizations. Compare these activities and "success stories" to those of the specialized agencies set up by the League of Nations.

Or you might have individual reports on some of these U.N. agencies.

Films:
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ASSOF, (o
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ASSOF (o
Battle fo
ASSOF, (o

U.N. If you use the first film, discuss the
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of the specialized agencies set up by the
e of Nations.

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agencies.

Films:
The Eternal Fight, U.N.—
ASSOF, (or WHO).
That All May Learn, U.N.--
ASSOF, (or UNESCO).
Battle for Bread, U.N.--
ASSOF, (or FAO).

2) The Security Council was intended to have the "primary responsibility for the maintenance of international peace and security," but it has on several occasions been unable to act due to the veto power possessed by the permanent members. Therefore, on November 3, 1950, the Uniting for Peace Resolution was passed. It states in part that: "...if the Security Council, because of lack of unanimity of permanent members fails to exercise its primary responsibility in any case where there appears to be a threat to world peace, breach of peace or act of aggression, the General Assembly shall consider the matter immediately with a view to making appropriate recommendations to members for collective measures including in the case of a breach of peace or an act of agression the use of armed force when necessary, to maintain or restore international peace and security."

3) Mr. Lie and Mr. Hammarskjöld while Secretary General of the United Nations did not confine their activities to administration but used this position in a political way to advance the cause of peace.

   a) They intervened in debates, influenced agenda making, held conferences with delegates on pressing

g. Have a student give a report on "The Security Council: The Veto and the Superpowers" Or present a brief, informal lecture on the "power problem" and the U.N.

In Stoessinge
United Natio
powers, pp.

h. Have students read "Collective Security and the War in Korea". This case study is brief but raises problems for student analysis related to the effect of the Uniting for Peace resolution on the collective security machinery of the United States and the effectiveness of the United Nations in matters involving collective security.

In Gygory an
in Internati
pp. 327-340.

Or show the film The United Nations in Korea.

Film: Unite
United Nation

In the class discussion which follows, relate the onset of the Korean War to the simulation game of Crisis. Also compare it to the war in Viet Nam.

i. Have a student report on the career of a U.N. soldier, Major General Carl Van Horn. Discuss the success of U.N. "police actions" in the light of Van Horn's experience.

Van Horn, So
Peace.

j. Have a student give a report on "The Secretary General: The American and Soviet Attacks on the Secretariat 1952 and 1960". Discuss the role of the Secretary General since the foundation of the U.N. Or an individual student might report on the life of Dag Hammarskjöld.

Stoessinger,
Nations and S
Miller, Dag H
Crisis Diplom

student give a report on "The Security Coun- The Veto and the Superpowers" Or present a informal lecture on the "power problem" and N.	In Stoessinger, ed., The United Nations and the Super-powers, pp. 3-20.
tudents read "Collective Security and the War ea". This case study is brief but raises ms for student analysis related to the effect Uniting for Peace resolution on the collec- ecurity machinery of the United States and the iveness of the United Nations in matters in- g collective security.	In Gygory and Gibbs, Problems in International Relations, pp. 327-340.
w the film The United Nations in Korea.	Film: United Nations in Korea, United Nations, 30 min.
class discussion which follows, relate set of the Korean War to the simulation f Crisis. Also compare it to the war t Nam.	
student report on the career of a U.N. r, Major General Carl Van Horn. Discuss ccess of U.N. "police actions" in the of Van Horn's experience.	Van Horn, Soldiering for Peace.
student give a report on "The Secretary l: The American and Soviet Attacks on cretariat 1952 and 1960". Discuss the f the Secretary General since the foun- of the U.N. Or an individual student report on the life of Dag Hammarskjöld.	Stoessinger, ed., The United Nations and Superpowers. Miller, Dag Hammarskjöld and Crisis Diplomacy.

issues, made public speeches on current problems and offered suggestions in their reports to the General Assembly.

b) The political activities listed above antagonized the Soviet Union which since 1960 has sought to replace the Office of Secretary General by a commission of three members, one representing the Communist nations, one the West, and one the uncommitted countries. Each member could veto all important decisions.

D. The United Nations has been successful in dealing with social and economic problems but has had limited success in settling political disputes and providing for the collective security of its members.

1. Though overshadowed by the political and security affairs, United Nations organizations such as UNESCO, FAO, UNICEF and WHO working with economic and social affairs have affected the lives of hundreds of millions of people.

2. Since 1945, several disputes have been brought to the United Nations. The Palestine Question, the Race Problem in the Union of South Africa, Korea, the Suez Canal Crisis of 1956, the Hungarian Question, and the Congo Crisis of 1960 illustrate some of the U.N.'s more prominent successes

k. If pupils have not studied the Center's earlier courses, have individual students report on selected political disputes with which the United Nations has dealt such as: the Suez Crisis, Hungary, and the Congo Crisis. Have the class discuss the reports to determine the degree of success in each case and the apparent reasons for the success or failure.

   If pupils have studied the earlier courses, merely review these incidents at this time and then analyze the degree to which the U.N. was successful in dealing with them.

   Miller, World Order and Local Disorder.

l. Have a student prepare and present a map examining membership of the U.N. and the League. Ask: How nearly has the U.N. come to the goal of universal membership? Is this goal a necessary and realistic one?

and failures.

3. The United Nations has
limited success in dea
issues.

E. Neither the League of Nat
Nations has had the unive
legitimacy and monopoly o
ted with the concept of w

1. Although the membership
is more inclusive than
not all of the nations
members.

2. The United Nations poss
of the attributes assoc
political entities: th
pass laws, to impose it
citizens and to punish
late its laws.

3. Although the United Nat
economic, diplomatic an
sanctions, it can not m
the major states of the
relies upon free and op
and conciliation to set

G. The instruments of national power are not mutually exclusive; a country may combine elements of collective security with balance

IV. The contemporary foreign poli
States attempts to preserve p

A. Our present policy combine

and failures.

3. The United Nations has enjoyed extremely limited success in dealing with disarmanent issues.

E. Neither the League of Nations nor the United Nations has had the universality of scope, legitimacy and monopoly of sanctions associated with the concept of world government.

1. Although the membership of the United Nations is more inclusive than the League of Nations, not all of the nations of the world are members.

2. The United Nations possesses virtually none of the attributes associated with sovereign political entities: the power to tax, to pass laws, to impose its will directly upon citizens and to punish individuals who violate its laws.

3. Although the United Nations does possess economic, diplomatic and limited military sanctions, it can not match the power of the major states of the world and normally relies upon free and open debate, mediation, and conciliation to settle disputes.

truments of national power
mutually exclusive; a
may combine elements of
ive security with balance

IV. The contemporary foreign policy of the United States attempts to preserve peace through power.

A. Our present policy combines elements of collec-

m. Have the class form a model United Nations and discuss one of the following issues: (1) the admission of Communist China (if not done in eleventh grade course), or (2) financing peace-keeping operations. Or use some other current issue.

n. Read to the class or have them read "Abolish the United Nations" or "United Nations--A Blight on America." Have pupils make a list of important charges. Someone might also give a report on rightest criticism of the U.N., or review their criticisms from unit one if their viewpoint on the U.N. was explored in the unit.

The United Na
tinuing Debat

o. To summarize this section of the unit, show the film U.N. in Revolutionary World. This film points out briefly what the U.N. is and is not, what it has done, and some of its short-comings.

Or read Gross, "United Nations Record and United Nations Dilemma."

Film: U.N.
World, Indian
Gross articl
ed., The Unit
97-105.

32. Review basic elements of present U.S. foreign policy by having students read "The Western Response to the Challenge of Communism." This account traces briefly the development of policy and examines some of the

Gygory and G
Ross, The Co
ment and Its
Film: U.S.
a Revolution

the class form a model United Nations and dis-
one of the following issues: (1) the admission
mmunist China (if not done in eleventh grade
e), or (2) financing peace-keeping operations.
e some other current issue.

to the class or have them read "Abolish the
d Nations" or "United Nations--A Blight on
ca." Have pupils make a list of important
es. Someone might also give a report on
est criticism of the U.N., or review their
cisms from unit one if their viewpoint on
.N. was explored in the unit.

The United Nations: The Continuing Debate, pp. 14-22.

mmarize this section of the unit, show the film
in Revolutionary World. This film points out
ly what the U.N. is and is not, what it has
and some of its short-comings.

ead Gross, "United Nations Record and United
ons Dilemma."

Film: U.N. in Revolutionary World, Indiana University.
Gross article is in McClelland, ed., The United Nations, pp. 97-105.

sic elements of present U.S. foreign policy
students read "The Western Response to the
of Communism." This account traces briefly
opment of policy and examines some of the

Gygory and Gibbs, 98-138.
Ross, The Cold War: Containment and Its Critics.
Film: U.S. Foreign Policy in a Revolutionary World.

of power concepts.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

tive security and balance of

1. This policy calls for suc
of power that any potenti
be deterred from resortin

2. Collective security aspec
include support of the Un
the development of region
Europe, Asia and the Midd

a. Fundamentally, though
the United Nations is
institution for implem
rather than the organi
molds it.

b. The United States give
military aid to its al
neutrals" fundamentall
policy of containment.

3. To maintain a favorable b
the United States also ha
costly defense establishm
a wide variety of weapons

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES.

S. Identifies and examines assumptions to decide whether or not he can accept them.

B. This policy is based upon th
assumptions about the nature
international system:

1. The power urge is in
in states.

er concepts.

policy considerations are
d by ideology, considerations
onal self-interest, perceptions
r relationships between coun-
expectations about how other
will act, and domestic prob-
home.

tive security and balance of power concepts.

1. This policy calls for such a concentration of power that any potential aggressor will be deterred from resorting to war.

2. Collective security aspects of this policy include support of the United Nations and the development of regional alliances in Europe, Asia and the Middle East.

   a. Fundamentally, though not exclusively, the United Nations is regarded as an institution for implementing our policy rather than the organization which molds it.

   b. The United States gives economic and military aid to its allies and "friendly neutrals" fundamentally to implement its policy of containment.

3. To maintain a favorable balance of power, the United States also has a large and costly defense establishment which includes a wide variety of weapons.

ITTED TO THE FREE EXAMINA-
SOCIAL ATTITUDES.

ies and examines assumptions
de whether or not he can
hem.

B. This policy is based upon the following basic assumptions about the nature of people and the international system:

1. The power urge is inevitable in people and in states.

problems of our alliance system. Another brief reading that might serve the same purpose is that by Ross. Or show the film U.S. Foreign Policy in a Revolutionary World. You may wish to combine readings and the film and compare them with each other. (Be sure to draw upon what pupils learned in grade eleven and in the unit on Africa.)

Film: U.S. Fo
a Revolutionar
diana Universi

33. Have an individual student report on the military aspect of our foreign policy. This report should include the problem of preparing for various types of conflicts and the problem of accidental war.

Spanier, Worl
An Age of Revo

34. If the discussion has not already brought out the assumptions behind this power policy, ask pupils about the assumptions at this point. Perhaps ask each pupil to list them. Then compare lists and discuss. Ask: To what degree do you think you can accept these assumptions?

our alliance system. Another brief reading erve the same purpose is that by Ross. Or m U.S. Foreign Policy in a Revolutionary may wish to combine readings and the film them with each other. (Be sure to draw pils learned in grade eleven and in the ca.)	Film: U.S. Foreign Policy in a Revolutionary World, Indiana University.
ividual student report on the military as- foreign policy. This report should in- roblem of preparing for various types of nd the problem of accidental war.	Spanier, World Politics in An Age of Revolution.
ussion has not already brought out the as- ehind this power policy, ask pupils about ions at this point. Perhaps ask each pupil m. Then compare lists and discuss. Ask: ree do you think you can accept these assump-	

2. The power urge expresses itself as military power.

3. States operate in terms of self-interest as defined by power.

4. Hostility and conflict of interest are a normal part of the international system.

5. War arises out of these clashes of self-interest.

6. War can not be abolished but states can be deterred by counterpower.

7. The probability of nuclear war is moderate so long as we possess deterrent power.

8. The probability of aggression by Communist or other states without nuclear deterrence is high.

9. Sweeping changes in people or the international system is very unlikely.

10. The probability of serious disarmanent in the forseeable future is very low.

11. There is enough time under the present policy to find alternatives to nuclear war. Deterrence buys more time.

12. We should work for short run stability and hope for basic change in Communist societies.

S. Identifies and examines assumptions to decide whether or not he can accept them.

S. Identifies value conflicts.

S. Cons[illegible]rs possible consequences of alternative courses of action.

G. The policy of peace through power has been criticized by diverse groups who advocate very different solutions to the problem of war.

G. Each solution to the problem of war is based upon different assumptions about the cause of war, the probability of total war, estimates of its destructiveness, and value choices.

S. Identifies and examines assumptions to decide whether or not he can accept them.

C. When applied to specific w
as Viet Nam, our policy ha
difficulties and limitatio

1. We need to establish a
since we do not have su
police the entire world

2. It is difficult to main
ibility in policy and a
priate response to each

3. Controlling the escalat
that neither we nor our
into an unlimited war,"

4. Learning to live with t
fices and/or problems a
"garrison state" may re
in our "way of life."

V. Our contemporary foreign poli
by many groups.

A. The Forward Strategists ac
assumptions and predictions
of deterrence and/or peace
feel that our policy shoul
ted. The Forward Strategis
nuclear violence is merely
tension of conventional vi

1. We should accept the ris
and seek to bring about
Communist states.

ies and examines assumptions
de whether or not he can ac-
em.

ies value conflicts.

rs possible consequences of
tive courses of action.

C. When applied to specific world problems, such as Viet Nam, our policy has certain inherent difficulties and limitations.

1. We need to establish a priority of interests, since we do not have sufficient power to police the entire world.

2. It is difficult to maintain enough flexibility in policy and arms to make the appropriate response to each situation.

3. Controlling the escalation of any conflict so that neither we nor our adversary is "forced into an unlimited war," is a serious problem.

4. Learning to live with the tensions, sacrifices and/or problems associated with the "garrison state" may require adjustments in our "way of life."

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n criticized by diverse
who advocate very different
ns to the problem of war.

lution to the problem of war
d upon different assumptions
he cause of war, the probabil-
total war, estimates of its
tiveness, and value choices.

ies and examines assumptions
de whether or not he can accept

V. Our contemporary foreign policy has been criticized by many groups.

A. The Forward Strategists accept the basic assumptions and predictions of our policy of deterrence and/or peace through power but feel that our policy should be victory-oriented. The Forward Strategists believe that nuclear violence is merely a quantitative extension of conventional violence.

1. We should accept the risk of total conflict and seek to bring about the downfall of the Communist states.

35. Have a class discussion regarding the problems of our present foreign policy in regard to specific problems (e.g. Berlin, Viet Nam, etc.) Analyze the assumptions behind current policy.

36. Do several of the following activities to develop an understanding of criticisms of our present policy.

    a. Have the class read Herzog. Give students work sheets which require them to identify criticism made of our present policy, the assumptions of each group discussed, and their specific policy recommendations.

       Or bring in a number of articles and books for pupils to read. Have class identify criticisms and counter-proposals and analyze assumptions behind each.)

Herzog, The Wa
lishments.
See bibliograp
materials.

s discussion regarding the problems of our
eign policy in regard to specific problems
n, Viet Nam, etc.) Analyze the assumptions
ent policy.

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ing of criticisms of our present policy.

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unter-proposals and analyze assumptions
each.)

Herzog, The War-Peace Establishments.
See bibliography for other materials.

S. Identifies value-conflicts.

S. Considers possible consequences of alternative courses of action.

S. Differentiates between descriptive, causal, predictive, and normative questions and statements.

S. Detects inconsistencies.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF THE EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.

A. VALUES INSTITUTIONS AS A MEANS OF PROMOTING HUMAN WELFARE, NOT BECAUSE OF TRADITION.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

A. IS COMMITTED TO A FREE EXAMINATION OF SOCIAL ATTITUDES AND PUBLIC POLICY.

A. IS SCEPTICAL OF PANACEAS.

2. We must reject disarmam
they are not consistent
victory.

3. We should seek to build
North Atlantic communit
of North Atlantic share
and this union will str
against Communist domin

4. We should fear defeat b
If not more, than a nuc

B. Another group of critics, w
the Experimentalists, chal
premises, assumptions, and
our present policy.

1. The Experimentalists hop
end the arms race, reduc
level of nuclear arms, c
world community feeling
ests, and establish some
or world government for
conflicts. The methods
ing these objectives var

a. Many nuclear physicis
tists advocate that w
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exchange to develop t
concept.

1) Advocates of minim

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, predictive, and normative
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OBJECTIVITY AND DESIRES TO
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F VALUES IN THE PROCESS OF
DECISIONS ABOUT PROBLEMS
DEMAND ACTION.

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TS EVIDENCE EVEN WHEN IT CON-
TS PREJUDICES AND PRECONCEP-

MITTED TO A FREE EXAMINATION
AL ATTITUDES AND PUBLIC POL-

PTICAL OF PANACEAS.

2. We must reject disarmament proposals because they are not consistent with the goal of victory.

3. We should seek to build a strong integrated North Atlantic community because the nations of North Atlantic share our basic values and this union will strengthen our defense against Communist domination.

4. We should fear defeat by Communists as much, if not more, than a nuclear war.

B. Another group of critics, who may be called the Experimentalists, challenge the basic premises, assumptions, and predictions of our present policy.

1. The Experimentalists hope to find a way to end the arms race, reduce the existing level of nuclear arms, develop a degree of world community feeling and harmony of interests, and establish some form of regional or world government for resolving state conflicts. The methods advocated for achieving these objectives vary greatly.

a. Many nuclear physicists and other scientists advocate that we begin by adopting a policy of minimum deterrence and stress the functional approach and/or cultural exchange to develop the world community concept.

1) Advocates of minimum deterrence be-

b. A pupil might prepare a series of cartoons in support of or in criticism of the different policy positions.

c. A committee might prepare a series of bulletin board displays on "Which Road to World Order?"

d. Perhaps invite to class a series of speakers including both critics and supporters of current policy. Or have pupils interview such individuals and report back to class (perhaps in the form of role-playing the interview).

lieve that mutual annihilation is an automatic deterrent and that our present policy which seeks to make the deterrent credible at every level precludes arms reduction.

2) The functional approach aims to use our present technological knowledge and resources to eliminate world poverty, hunger, ill health and fear. They believe that when these goals are reached, the causes of war will be minimized.

b. Other scientists and social scientists feel that we should attempt to implement a plan of Graduated Reciprocation in tension reduction; seek to change the attitudes and ideas which Americans have about Communist societies; begin a policy of disengagement; or begin to study and plan how we may avoid the severe economic penalties that seem to be implicit in the policy of arms reductions; or some combination of the above proposals.

c. Groups which advocate the creation of world government, such as the American Association for the United Nations and the United World Federalists, may be considered Experimentalists.

1) All advocates of world government do not agree as to the type of government and methods of achieving it.

2) Perhaps the most widely known are the United World Federalists who wish to amend the Charter of the United Nations to create a limited, federal world government.

2. Experimentalists, though a heterogeneous group, make similar assumptions about man and the nature of international society. These assumptions, which differ sharply from those of advocates of our present policy, include the following:

a. The power urge in man is not inevitable.

b. War arises out of misunderstanding and habitual reliance on military systems.

c. States can be made to see that their self-interest lie in the absence of military systems.

d. Large deterrent forces produce fear and increase the threat of nuclear war which is already very high.

e. We should make generosity the key aspect of our negotiations with Communist states. This will reduce fear and tension in the world.

f. The risk of aggression by Communist states is low; therefore we can hedge against this eventuality with minimum deterrence.

g. Serious disarmament and sweeping changes in the state system can be achieved.

h. War can be abolished.

i. Since the habit patterns of people and states are deeply ingrained, we should move with deliberate speed.

j. If our present policies are contined, we will have nuclear war in the near future; therefore, we must work for a drastic change in the "war system" now.

3. The achievement of goals outlined by the Experimentalists will be difficult, but they agree we must experiment while there is time. These suggestions include the following:

a. We should offer one thousand of the most important Communists from underdeveloped countries a six month, all-expense-paid trip to the United States to win them over.

b. We should put in a nursery in the lobby of the United Nations.

c. We should buy obsolescent machinery from American factories and give it away.

d. Perhaps we might form a joint U.S.-U.S.S.R. international disaster corps.

e. We should stop brain
lation about the men

f. We should be willing
acceptable" disarmam

4. The proposals of the Ex
been questioned by supp
policy.

a. It is charged that p
Experimentalists are
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b. They claim that the
assumption that m
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Union is due to lack
is false.

S. Categorizes data.

S. Identifies basic assumptions.

C. The Peace Movement, though
rival doctrines and sects,
of our present policy.

1. The one principle on wh
Peace Movement seem to
of education and mass a
world. Despite fragment
groups may be identifie

a. Survivalists are thos
of their personal be
matists about peace
and hope to find a p

e. We should stop brainwashing our population about the menace of Communism.

f. We should be willing to accept an "unacceptable" disarmament proposal.

4. The proposals of the Experimentalists have been questioned by supporters of our present policy.

a. It is charged that proposals of the Experimentalists are really surrendering on the installment plan.

b. They claim that the Experimentalist assumption that much of the conflict between the United States and the Soviet Union is due to lack of understanding is false.

rizes data.

ies basic assumptions.

C. The Peace Movement, though split by a dozen rival doctrines and sects, is highly critical of our present policy.

1. The one principle on which members of the Peace Movement seem to agree is the efficacy of education and mass action for a warless world. Despite fragmentation, two major groups may be identified.

a. Survivalists are those who, regardless of their personal beliefs, are pragmatists about peace and the peace movemer and hope to find a program that will be

e. Have pupils look at list of critics of foreign policy and try to group them into two groups. Compare the class' list with other people's groupings. Once more, analyze and discuss the assumptions of each group.

politically accepted. The development of world government and complete disarmanent are to be achieved by education, propaganda, and reason.

b. Pacifists are those who would use non-violence to bring about revolutionary changes in human affairs. People in this group include those who would support unilateral American disarmament only if convinced that it was necessary, as well as those Anarchist and Pacifists who wish to abolish the nation-state.

2. Members of the Peace Movement accept many of the following assumptions and predictions:

a. There is no "natural" power urge present in man.

b. Military power is not a symptom of hostility but a cause of it.

c. War is a habit and can be abolished.

d. The risk of nuclear war at present is very high.

e. Nuclear disarmament is the only hope; if need be, disarmament should be unilateral.

f. The risk of Communist aggression is low, but we should be prepared to meet it with non-violent means.

g. Military power shoul
ized in an internati
dispersed.

3. The policies advocated
raise certain basic que

a. What is the relation
Pacifism and nationa

b. Is any nation going
unless compelled to

c. What would be the ef
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the economy of the U

d. Is non-violence an e
the interests one ho

4. To the above and other
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S. Identifies basic assumptions.

A. ATTEMPTS TO IDENTIFY, EXAMINE AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH

g. Military power should be either centralized in an international institution or dispersed.

3. The policies advocated by the Peace Movement raise certain basic questions.

   a. What is the relationship between personal Pacifism and national Pacifism?

   b. Is any nation going to disarm unilaterally unless compelled to do so?

   c. What would be the effect of unilateral disarmament upon the self-confidence and the economy of the United States?

   d. Is non-violence an effective way to defend the interests one holds to be vital?

4. To the above and other questions, the supporters of the Peace Movement reply: "What is the alternative to our proposals?"

fies basic assumptions.

TS TO IDENTIFY, EXAMINE AND
Y HIS OWN VALUES AND TO WORK
CONSISTENT VALUE SYSTEM.

OBJECTIVITY AND DESIRES TO
IS VALUES FROM AFFECTING HIS
RETATION OF EVIDENCE, ALTHOUGH

Culminating Procedures

37. Each student should write a brief report advocating his policy or model for the "solution" of the problem of maintaining world order. He should be sure to include the following:

    a. His basic assumptions about the nature of man, war, etc.

    b. His choice of values from among those involved in the value-conflicts related to the problems of war

RECOGNIZING THE IMPORTANT ROLE OF VALUES IN MAKING DECISIONS ABOUT PROBLEMS DEMANDING ACTION.

S. Having studied the causes of the problem, examines the possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.

S. In considering situations calling for action, decides whether or not one should act upon the basis of a theory by considering the extent to which the theory seems verified and the risks of acting or failing to act.

S. Generalizes from data.

G. War is a major world problem.

G. Wars have an important economic impact upon people.

G. War has serious physical and psychological effects upon people in ?rtorn areas.

and peace.

c. His predictions about the probable consequences of alternative courses of action and reasons for his predictions (citing of other non-normative statements).

d. The relationship of his predictions to his value choices.

Afterwards, compare choices and reasons for choices. Discuss: Are differences in alternatives chosen by members of this class due to differences in value positions or to differences in predictions about the probable results of certain courses of action? Does it matter whether the differences are over normative or non-normative questions? Why?

38. Perhaps repeat the attitudes scale used early in the unit. Compare results now with those earlier. Are there any changes? Why or why not?

39. Hold a class discussion which attempts to assess the seriousness of the problem of war and the adequacy of present and advocated policies. Discussion should seek to relate choices to values held by various groups.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. IS SCEPTICAL OF PANACEAS.

S. Identifies value-conflicts.

A. HAS A SENSE OF RESPONSIBILITY FOR TAKING INFORMED ACTION ABOUT PROBLEMS CONFRONTING THE NATION.

S. Tests hypotheses against data.

40. Hold an all-school assembly which attempts to dramatize the problem of war and the possible solution or solutions to it.

41. Or ask the class to prepare a summary of the unit for distribution to their parents and community leaders and invite written or oral responses.

42. Have the class examine the hypotheses they developed as the result of the simulation game. Ask: Do you wish to eliminate or revise any of these in the light of the data you have collected?

COSTS OF WAR

Cost of killing a man

$ .75	in Caesar's time
$ 3,000	in Napoleonic Wars
$ 5,000	in American Civil War
$ 21,000	in World War I
$ 50,000	in World War II
$ 146,600	in Korean War (Est.)
$1,000,000	to kill each Viet Cong, June, 1968. (Est.)

Expenditures and Lengths of Conflict

	U.S. Spent	Length of Conflict
WWI	$25,800,000,000	19 months
WWII	$326,600,000,000	44 months
Korean War	$22,000,000,000	29 months
Viet Nam War	$66,000,000,000 (est.)	to June, 1968

Human Cost

	U.S. Military Deaths	Total Military Deaths
WWI	115,000	8.5 million
WWII	291,000	22 million
Korean War	33,629	225,000 (Est.)
Viet Nam War	23,500	94,000 (Est.)

ATTITUDES TEST ON WAR

Directions: Place an X in the appropriate column for each of the following

	Strongly Agree	Agree	Unde-cided	Disagre
1. The best way to prevent a nuclear war is to maintain a large nuclear force that can successfully destroy the Soviet Union even if the Soviet Union should strike first.				
2. The probability of thermonuclear war during the next decade is less than one in a thousand.				
3. We should develop a complete anti-ballistic missile defence system even if it costs 50 to 75 billion dollars.				
4. The spread of nuclear weapons to other nations like Red China, France, and Egypt increases the possibility of thermonuclear war.				
5. Fall-out due to nuclear testing in the atmosphere has never been a serious problem.				
6. Death in a nuclear war is preferable to life in a communist society.				

ATTITUDES TEST ON WAR

Place an X in the appropriate column for each of the following statements.

	Strongly Agree	Agree	Unde-cided	Disagree	Strongly Disagree
t way to prevent a nuclear to maintain a large nu-orce that can success-estroy the Soviet Union the Soviet Union should first.					
oability of thermonuclear ing the next decade is an one in a thousand.					
ld develop a complete llistic missile defence even if it costs 50 to 75 dollars.					
ead of nuclear weapons r nations like Red China, and Egypt increases the lity of thermonuclear war.					
t due to nuclear testing atmosphere has never been us problem.					
n a nuclear war is pre- to life in a communist .					

QUESTIONS FOR UNIT STUDY

I. Why is war a world problem?

II. What are the various causes of war?

III. How have men and nations resolved conflicts in the past?

IV. What is our nation's basic foreign policy in regard to war?

V. What are basic criticisms which have been leveled against our contemporary policies?

VI. How can an individual find and support a usable solution to the problem of war?

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